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ABSTRACT

In 2001, the President's Advisory Commission on Educational Excellence for Hispanic Americans was created to develop a multi-year plan for closing the achievement gap facing Hispanic Americans and attaining the goals established by the 2001 No Child Left Behind Act. The Commission defined five strategic imperatives: coordinating a national campaign for action; putting college on the radar screen; establishing measurable strategies and goals; abandoning one-size-fits-all thinking; and asking what works and for whom. This report explores the Commission's first 7 months of work. Section 1, "Introduction," reviews the issue. Section 2, "Reading the Signs: Educating Our Largest Growing Population," examines the complex demographics of U.S. Hispanics, particularly in terms of educational achievement and challenges. Section 3, "A Framework for Change: The No Child Left Behind Act of 2001," analyzes the Act and the unprecedented opportunity offered by its educational reforms to improve Hispanic student achievement. Section 4, "Setting the Course: The Role of Each Stakeholder," considers how different stakeholders might perform their roles in correcting systemic shortcomings in the education of Hispanics. Six appendices include Executive Order 13230; President's Advisory Commission Working Groups; schedule of Commission's meetings and public events; selected bibliography; reporting guidelines and federal report forms; and acknowledgments. (SM)

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The Road to a College Diploma:

The Complex Reality of Raising Educational Achievement for Hispanics in the United States

An Interim Report of the President's Advisory Commission on Educational Excellence for Hispanic Americans

September 2002

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Members of the President's Advisory Commission on Educational Excellence for Hispanic Americans

Micaela Alvarez, Esq.
Christopher J. Barbic
Jose G. Canchola
Fernando (Frank) Caldeiro
Jaime A. Escalante
Charles P. Garcia, Esq.
Norma Sanchez Garza
Alexander Gonzalez, Ph.D.
Frank Hanna, Esq.*
Miguel A. Hernandez, Jr.
Rev. Jose E. Hoyos
Patricia J. Mazzuca
Francisco J. Paret
Altagracia "Grace" Ramos
Van D. Romero
Jon Secada
Enedelia Schofield, Esq.*
Ofelia Saenz Vanden Bosch
Rene Vazquez, M.D.
Octavio J. Visiedo

Ex-Officio Members
The Honorable Hector Barreto
Administrator
U.S. Small Business Administration

The Honorable Mel Martinez
Secretary
U.S. Department of Housing and Urban Development

The Honorable Paul O'Neill
Secretary
U.S. Department of the Treasury

The Honorable Rod Paige
Secretary
U.S. Department of Education

Ex-Officio Designees
Fred C. Armendariz
U.S. Small Business Administration

Anna Maria Farias, Esq.
U.S. Department of Housing and Urban Development

Maria Hernandez Ferrier, Ed.D.
U.S. Department of Education

The Honorable Rosario Marin
U.S. Department of the Treasury

*Co-Chair

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PREFACE

The events of the past year serve both to unite us and to remind us of how costly freedom can be. The greatness of this nation rests squarely on our efforts to preserve freedoms, protect against persecution and oppression, and ensure equality of opportunity. The measure of our success will be determined by the level of opportunity we afford the most vulnerable members of our society—our children. The key to our future success as a nation is an excellent education for every child—today.

The mission of this Commission, as set forth in the President's Executive Order 13230, is to achieve educational excellence for Hispanic Americans. More than 30 years ago, the Federal government took the first steps to improve the opportunities available to Hispanic Americans with the creation in 1970 of the Cabinet Committee on Opportunities for Spanish Speaking People. In the decades since, researchers have produced an abundance of studies on education reform strategies intended to end the high attrition and poor academic performance of minority children. This Commission has reviewed the findings of researchers as well as the recommendations offered by previous advisory commissions, scholars, and educational organizations. In doing so, we have focused on three action-oriented tasks: evaluating these findings in the context of a diverse Hispanic population, recommending both short- and long-term action, and determining what information must still be gathered.

More than a decade ago, when the first Executive Order on Excellence in Education for Hispanic Americans was issued, the Hispanic community in the United States widely used the term Hispanic Americans. As a result, the current Executive Order, taken in part from past efforts, also uses that phrase. This Commission, however, in meeting its obligations, aims to ensure that *all* children of Hispanic heritage, regardless of where they were born or when they came to this country, have the same opportunities for educational advancement. Our decision to use the terms Latino, Hispanic, and Hispanic American interchangeably throughout this report reflects the complexity of the heritage and circumstances of the population that is our concern.

Regardless of terminology, this Commission is unambiguous in its purpose: to work collectively to address the educational issues facing children of Hispanic ancestry living in this country, so that all children have the opportunity to learn, to realize the American dream, and to succeed.

– Enedelia Schofield and Frank Hanna
Co-Chairs

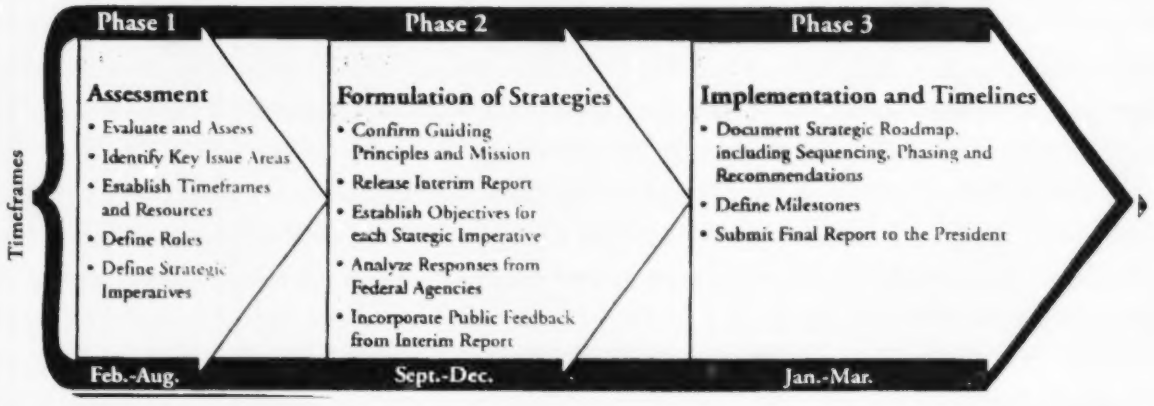
I. Introduction

On October 12, 2001, President George W. Bush created the President's Advisory Commission on Educational Excellence for Hispanic Americans, charged with developing a multi-year plan to close the educational achievement gap facing Hispanic Americans and attain the goals established by the No Child Left Behind Act of 2001. The Commission was tasked with submitting to the President an interim report, due September 30, 2002, and a final report, due no later than March 31, 2003, outlining findings and recommendations.

To meet the President's mandate, the Commission adopted a three-step strategic planning process, outlined in the chart below. In Phase One, summarized in this interim report, we have assessed the educational landscape and evaluated existing data on the impact of cultural, nativity, ethnicity, acculturation, and socioeconomic factors the academic achievement of Hispanic students.

> *"This nation of immigrant heritage believes that all children, whatever their circumstances, deserve a chance to learn, and rise, and succeed. This principle has guided my education reforms as we work to raise the standards of public schools across America and bring hope to every classroom for every child—I mean every child, not just a few, not just those whose parents may speak English. We want educational excellence 'para todos que viven en este pais.'"*
>
> *– President George W. Bush, Executive Order 13230*

Phases of Strategic Planning for Commission's Final Report



Using the President's No Child Left Behind Act of 2001 as the framework for the Commission's work, members determined that the Act's four key elements—accountability for results, state and local flexibility, focusing resources on proven educational methods, and expanding choices for parents—should be the criteria by which the Commission would evaluate and assess model programs and identify best practices.

The President also directed the Commission to pay particular attention to research and information on the effectiveness of current practices that involve Hispanic parents in the education of their children, and we have done so by forming a working subcommittee dedicated entirely to the family's influence on educational aspiration and attainment. Another key task for this report is to make recommendations on the role that Federal education programs could play in helping Hispanic parents successfully prepare their children to graduate from high school, attend postsecondary institutions and graduate.

In addition, the Executive Order stipulated that the Commission's multi-year plan "provide for a coordinated effort among parents, community leaders, business leaders, educators, and public officials at the local, state, and Federal

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levels...." To carry out this directive, members of the Commission divided into five working subcommittees focused on: the Family, Educator, Public Awareness and Motivation, Community and Faith-Based Initiatives, and Government Resources and Accountability. Committee members reviewed and discussed briefings and a variety of reports in areas pertinent to their respective working group's concentration. Each working group met with expert officials in their subject areas.

Since the Commission was sworn in on February 27, 2002, we have held seven meetings and four unprecedented bilingual town halls. Members of the Commission heard firsthand from more than 1,600 parents, students, educators, business and community leaders, and public officials in diverse Hispanic communities, including East Los Angeles, Milwaukee, Las Vegas, and Atlanta. The stories we heard were delivered to us mostly in Spanish by families seeking guidance on how to fulfill what for many is their American Dream—earning a high-quality education for their children. We left these encounters energized by their passion and fortified in our commitment to ease their struggle.

In just seven short months, members of the Commission have also heard from 56 education experts, ranging from government policy analysts to educators who have developed cutting-edge techniques for teaching Hispanic students. We look forward to the panels and discussions that will be held this fall in anticipation of our final report to the President.

Our evaluation of research and information led the Commission to identify several key issue areas. First and foremost, the way that we collect data about the education of Hispanic students oversimplifies the evidence of underachievement. The progress of Hispanic students is typically measured and thus defined *in the aggregate*. For example, the data tell us that among all groups in the United States, Hispanic students have the lowest rate of participation in early childhood development programs, the highest high school dropout rate, the highest rates of suspension and expulsion, and the lowest college graduation rate.

To consider Hispanics in the United States as a homogeneous population ignores the real demographics. To base research on this erroneous assumption distorts not only the findings, but any strategies and plans we might develop as a result. We know that educational achievement is influenced by ethnicity, degree of acculturation, language preference, and socioeconomic status, among other factors. Any examination of the issues and problems that Hispanic students face in pursuing academic achievement must reflect the complexity and multiplicity of such factors if it is to contribute to a sound blueprint for action. For example, the evidence tells us that populations who have more recently immigrated have higher school dropout rates. Consequently, our recommendations for closing the academic achievement gap must reflect this reality and address the different needs of native-born and immigrant children.

A second key issue area identified by the Commission is the fact that very little of the research on Hispanic students was designed so as to provide evidence of effectiveness. Most of the studies suggested the need for high academic standards, parental involvement, increased college awareness, or access to technology. However, their findings do not show "empirically the impact of these and other factors to a point where we can definitely say what works and what does not," or what works for which students (Swail 2001).

The Commission decided to examine studies that identified success factors that appear to be effective regardless of race or socioeconomic condition. One such study, conducted by the U.S. Department of Education, *Coming of Age in the 1990s*, found that eighth-grade educational experiences, high school completion and mode of completion, race/ethnicity, and continuity of postsecondary enrollment were all associated with the likelihood that students would earn a postsecondary degree. The 12-year longitudinal study found that:

- Disadvantaged students—those of low socioeconomic status (SES), with risk factors for dropping out of high school, whose parents did not have a college education, whose mothers did not expect them to complete college—were less likely than those without such factors to report that they had earned a bachelor's degree or higher, and more likely to report that they had never enrolled in postsecondary education;

- Among eighth-graders in 1988, those who performed poorly in mathematics were three times more likely than high-achievers to work as laborers or mechanics 12 years later;
- The quality of a student's academic preparation in high school was a primary determinant of whether he or she completed a bachelor's degree, regardless of demographic or other characteristics;
- Students who enroll in postsecondary education immediately after high school are more likely to receive a credential than those who delay;
- Attending a postsecondary institution full-time positively correlates with achieving a bachelor's degree or higher; and
- Conversely, students who had attended postsecondary institutions but had not earned a bachelor's degree were considerably more likely to have attended part-time or taken time off.

The Commission concluded that, although more detailed evaluations should be conducted on Hispanic populations, this and similar studies do offer insight into strategies for improving the educational achievement of Hispanic children.

At the conclusion of Phase One, the Commission has defined five strategic imperatives:

- **Coordinating A National Campaign For Action.** Closing the education gap for Hispanic children requires a coordinated, national campaign that will integrate the efforts of students, parents, educators, community and business leaders, and public officials at the local, state, and Federal levels.

- **Putting College On The Radar Screen.** For many Hispanic parents and their children, language and cultural differences, as well as unfamiliarity with the educational system, hinder their ability to envision a college degree as an achievable goal. The Commission will continue to evaluate the results of a public awareness campaign to raise the ceiling of educational aspiration for Hispanic families.

- **Establishing Measurable Strategies And Goals.** An effective national action plan must include measurable strategies and goals, both short- and long-term, sustainable for future generations of Hispanic children.

- **Abandoning One-Size-Fits-All Thinking.** Many in the Hispanic community share common values and a common language, but the accelerating growth of Hispanic populations throughout the United States poses unique challenges based on their ethnicity, language preference, socioeconomic status, and length of time in the U.S. Our strategies, while national in scope, must reflect the great diversity within the Hispanic population.

- **Asking What Works And For Whom.** Our research data are woefully insufficient concerning the impact of important characteristics such as nationality, legal status, and linguistic challenges on the academic success of Hispanic children. We know far too little about which programs or strategies work best and for whom. We need new scientific research. The Commission will pursue two research questions through the work of various expert panels, such as the National Panel on the Development of Literacy Among Language Minority Children and Youth:

  *(1) **Do we have enough foundational knowledge to develop a common core of information about the Hispanic community and the characteristics of its children who succeed academically?***

  *(2) **Do we know which children respond best to which types of strategies?***

The Commission will build on its Phase One Assessment, first, by establishing objectives and analyzing responses from Federal agencies in Phase Two, and finally, by conceiving an operational plan for implementation in Phase Three. The Commission will submit these recommendations in its final report, due by March 31, 2003. Our ultimate goal is to develop a strategic roadmap that will weave together practical public policy and classroom

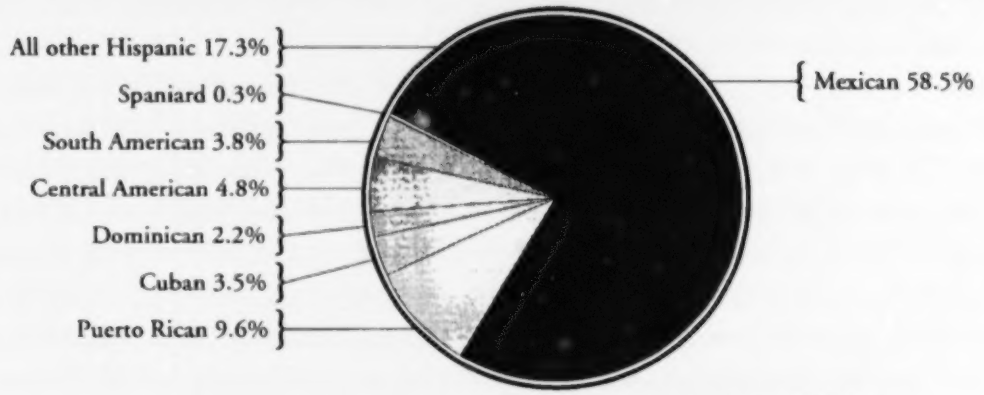
practice, guiding parents, students, community leaders, business leaders, educators, and public officials at the local, state, and Federal levels in a coordinated effort to close the educational achievement gap facing Hispanic Americans.

The next three sections of this report explore in more detail the ground covered by the Commission in its first seven months of work. Section II, "Reading the Signs," looks at the complex demographics of the Hispanic population in the United States, particularly in terms of educational achievement and challenges. Section III, "A Framework for Change," analyzes the No Child Left Behind Act of 2001 and the unprecedented opportunity offered by its educational reforms to improve the academic achievement of all Hispanic children. Section IV, "Setting the Course," considers how different stakeholders—parents, educators, community leaders, government, and the public—might perform their roles in correcting the systemic shortcomings in the education of Hispanics in the United States. Following a brief conclusion, a series of Appendices provide background information.

II. Reading the Signs: Educating Our Largest Growing Population

The United States contains the city with the second largest Latino population in the world (Los Angeles, second only to Mexico City). Not only is the Hispanic population in this country large and growing rapidly, it is also much more complex than commonly recognized. Its demographic composition is as diverse as Mexico and other Latin American countries it represents. Individuals of Mexican ancestry remain the largest subgroup, at 20.6 million, representing nearly 60 percent of the more than 35 million Hispanics in the U.S., followed by Puerto Ricans, Central and South Americans, and Cubans. (These figures do not include the 3.8 million residents of the Commonwealth of Puerto Rico.) In addition, more than 35 percent of Hispanics in this country are under the age of 18, compared to fewer than 25 percent of non-Hispanic whites.

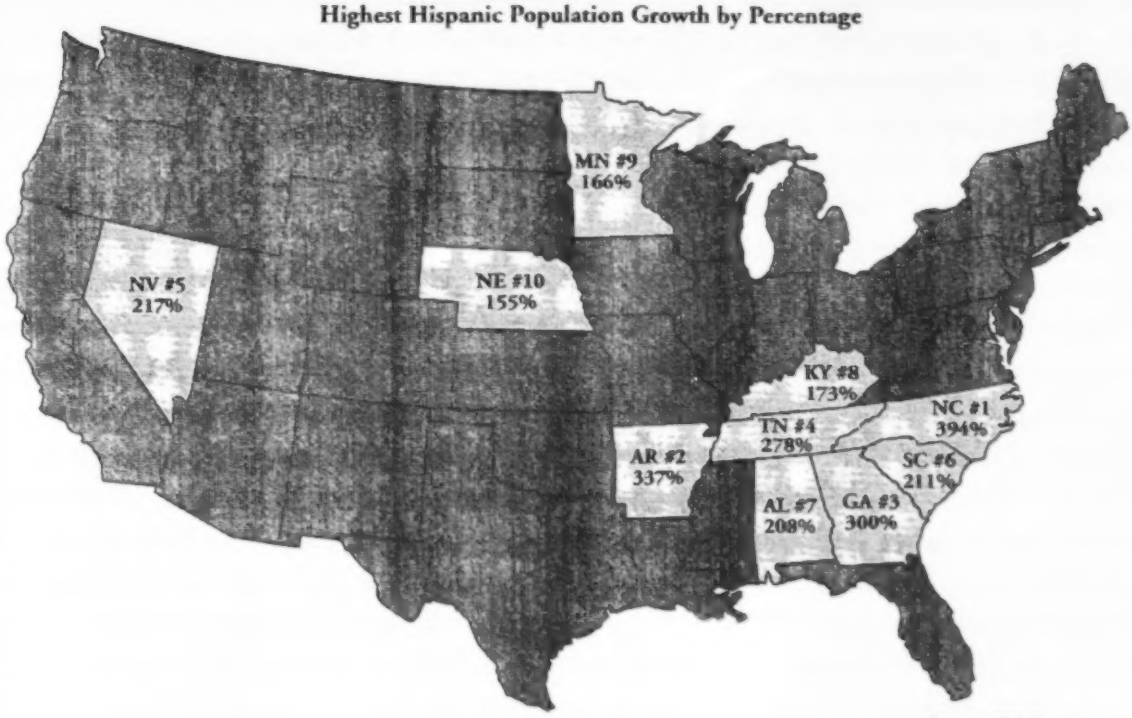
Hispanic Population by Type



Source: 2000 Census

The 2000 Census reports that the Hispanic population has grown by nearly 60 percent since 1990, and that more than 80 percent of Hispanics reside in California, Texas, New York, Florida, Illinois, Arizona, New Jersey, New Mexico, Colorado, and Nevada. In nearly every county for which the new census figures indicate an expanding population, the increase in Hispanic residents outpaces overall population growth. Aided by strong economic growth in the 1990s, Hispanic workers established themselves in communities ranging from Zebulon, North Carolina, to Dalton, Georgia, to Lexington, Nebraska. This demographic shift indicates that it should no longer be assumed that Hispanics will remain concentrated in a handful of geographic locations within the U.S.

Highest Hispanic Population Growth by Percentage



Source: 2000 Census

What Does the Latinization of America Mean to Education?

Although the Latino population of the United States includes many distinct groups with different socioeconomic and educational backgrounds, one element remains constant: we are losing our Latino students all along the education continuum. Perhaps this phenomenon results from weak early childhood cognitive development and limited early language development caused by factors in a child's home—such as poverty, high mobility, and limited parental time, resources, and education. Perhaps it is due to poor academic instruction, low expectations, or any number of other academic obstacles. The reality is that to eliminate these barriers, we must learn more about what works for a diverse Hispanic community. Analyses that do not distinguish between subgroups within the Latino population may give misleading impressions of educational prospects, because the obstacles differ in some ways among these groups.

"Diariamente vivo en carne propia el desaliento de los niños y jovenes, que no tienen nada que hacer, y poco a poco van perdiendo el interés por seguir adelante."

– Maria Luz,
estudiante y madre de tres hijos.
Reunión comunitaria de Los Angeles,
el 15 de julio de 2002

"Every day I witness the lack of motivation of children and teens who, not having anything to do, little by little are losing interest in moving forward."

– Maria Luz, student and mother of three children.
Los Angeles Town Hall, July 15, 2002

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Throughout our time on this Commission, the one topic that consistently drew the most concern from the parents and school administrators with whom we spoke was the staggering dropout problem plaguing Hispanic students. For the past three decades, one out of every three Latinos has dropped out of high school, and in many communities along the southern U.S.-Mexico border, the figure is considerably higher (see Figure 1).

Figure 1: High School Completion Rates for 18-24 year-olds by race/ethnicity 1972-2000

Year	1972	1980	1990	2000
Totals	82.8	83.9	85.6	86.5
White, non-Hispanic	86.0	87.5	89.6	91.8
Black, non-Hispanic	72.1	75.2	83.2	83.7
Hispanic	56.2	57.1	59.1	64.1

Source: U.S. Department of Education, National Center for Education Statistics (NCS), Dropout Rates in the United States: 2000, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, various years.

More than half of all Hispanic adults are first generation, that is, foreign-born immigrants (U.S. Census Bureau, *Latin American Foreign-Born Population by Sex, Age, and Region of Birth: March 2000* and *Population by Race and Hispanic or Latino Origin for the United States: 1990 and 2000*), and many have arrived well beyond the traditional schooling age. Significant differences emerge in the high school completion rates for Hispanic subgroups when the data are disaggregated. The high school completion rate for Hispanic citizens born in the U.S., 25-29 years old, is 81 percent, compared to 40 percent for foreign-born Hispanics, not U.S. citizens, in the same age group (see Figure 2). Mexican immigrants experience nearly twice the dropout rate (61 percent) of other Hispanic subgroups (see Figure 5).

Figure 2: High School Completion Rates for all Hispanic 25-29 year-olds by citizenship, October 2000 (Source: NCES)

Citizenship Status	High School Completion Rate
Born U.S. – Citizen	81.37%
Foreign Born – U.S. Citizen by Naturalization	70.0%
Foreign Born - Not a U.S. Citizen	40.25%

Among the Latinos who do complete high school, fewer than half pursue a postsecondary education. Forty-two percent of Hispanics, compared to 66 percent of non-Hispanic whites, graduate from high school and enroll in a college or university immediately following graduation, according to the National Center for Education Statistics (see Figure 3).

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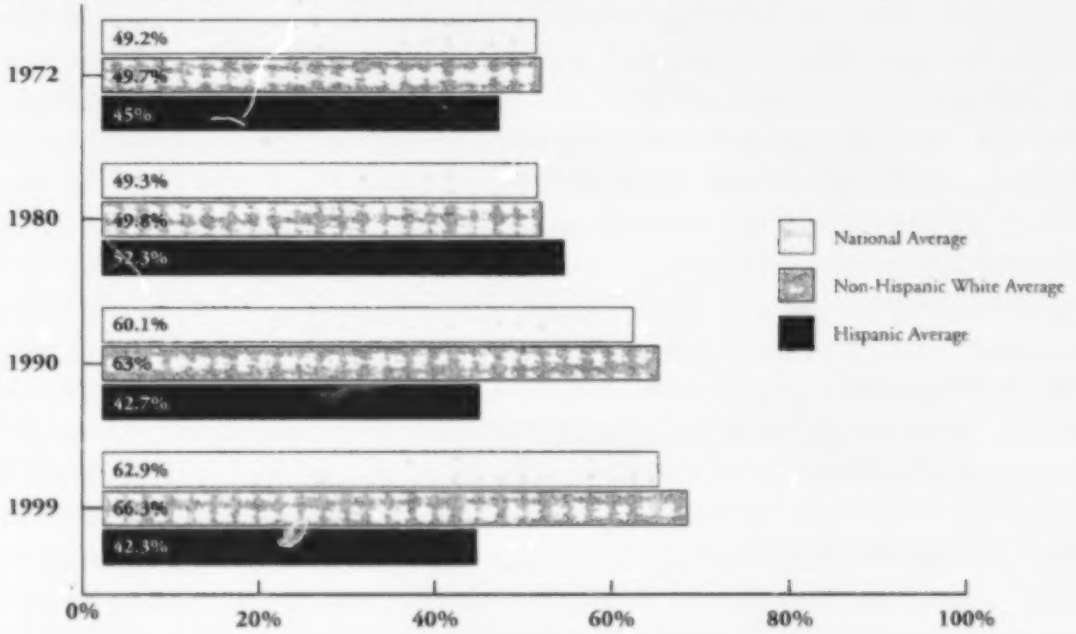
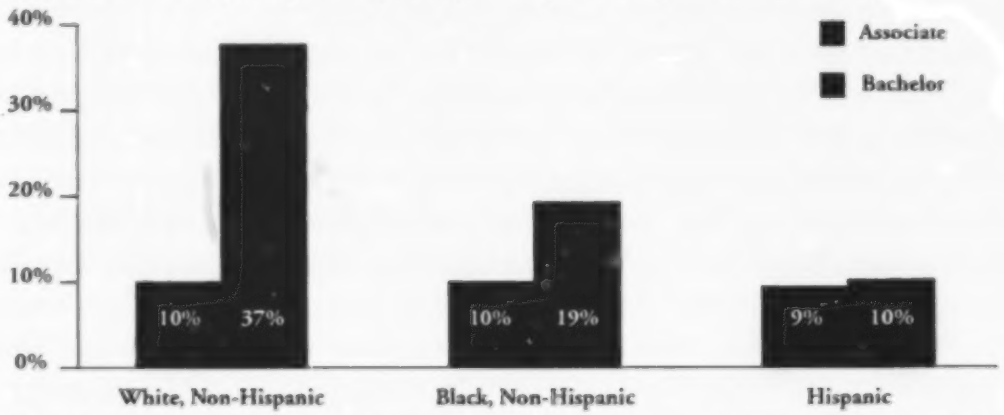
Figure 3: Students Immediately Enrolling in College After High School 1972-1999 (Source: NCES)



While the college enrollment disparity between Hispanic students and their non-Hispanic peers closed significantly in the 1980s, the gap began to widen dramatically in the 1990s. Even though this recent shift could be attributed in part to higher immigration rates, it is important to find ways both to prevent students in the educational system from dropping out and to educate and retain new immigrants.

Data show that even those Hispanic students who do enroll in college are less likely than non-Hispanic whites to complete the required coursework to obtain an associate or bachelor degree. Among high school graduates 25-29 years old, 47 percent of non-Hispanic whites have obtained a postsecondary degree, compared to 19 percent of Hispanics (see Figure 4).

Figure 4: Educational attainment of 25–29 year-old high school graduates, by race/ethnicity Oct. 2000 (Source: NCES)



If we look at an older population (aged 25 and over), and disaggregate the Hispanic subgroups, we see notable variations in educational attainment (see Figure 5).

Figure 5: Educational Attainment by Hispanic Subgroup Aged 25 Years and Older (by percent), NCES, March 2001

Educational Attainment/ Hispanic Subgroup	Mexican American	Mexican Immigrant	Puerto Rican	Cuban	Central or South American	Other Spanish	Non-Hispanic White
High School Dropout	30.96	61.14	35.18	28.79	35.71	27.47	11.30
Completed High School	33.72	21.30	27.89	36.35	29.27	30.70	33.31
Some College-No Degree	17.68	8.47	15.82	10.20	12.62	16.08	18.18
Associate Degree	6.81	3.07	7.25	6.50	5.11	7.29	8.63
Bachelor or Higher Degree	10.83	6.01	13.87	18.17	18.17	18.45	28.58
Total Percent	100%	100%	100%	100%	100%	100%	100%
Total Number	4,188,116	6,863,681	1,625,327	932,482	2,873,837	1,171,389	131,228,564

College completion rates also differ between U.S.-born and immigrant students. More than 32 percent of U.S.-born Hispanics complete a postsecondary education, versus 25 percent of foreign-born Hispanics who are not U.S. citizens (see Figure 6).

Figure 6: Educational attainment of Hispanic 25-29 year-old high school graduates, by citizenship status, October 2000 (Source: NCES)

Educational Attainment/ Citizenship Status	U.S.-born	Foreign-born U.S. Citizen by Naturalization	Foreign-born Not a U.S. Citizen	Total Number
H.S. Graduate-Diploma or Equivalent (percent)	43.48%	48.20%	55.87%	784,258
Some College-No Degree (percent)	24.04%	28.41%	19.38%	377,000
Associate Degree (percent)	9.13%	5.59%	10.27%	150,492
Bachelor or Higher Degree (percent)	23.35%	17.80%	14.48%	329,330
Total Percent	100%	100%	100%	
Total Number	978,742	148,435	513,903	1,641,080

More than 67 percent of U.S.-born Hispanics graduate from high school. While more than one-third enrolled in college, most did not complete their postsecondary education at the two-year or four-year level. The questions that such statistics raise, like the unique challenges faced by immigrants, remind us that any plan to improve educational achievement must analyze and address the characteristics of subgroups as well as the Latino population as a whole.

The Mexican Phenomenon

On almost every social and economic indicator, the Mexican population in the U.S. performs below other Hispanics (U.S. Census Bureau, *Hispanic Population of the United States, Current Population Survey-March 2000*). It is important to consider achievement for Hispanics of Mexican descent as a group, since they are the largest Hispanic subpopulation in the U.S. In addition, it is equally important to look within this group at the differences between those born in the United States and those born in Mexico.

A trend that emerged from the Commission's examination of data on Hispanic educational attainment was the persistently wide gap between Mexican immigrant (foreign-born) students and their U.S.-born Hispanic peers. This phenomenon is of special concern given that Mexican immigrants constitute 54 percent of Hispanic immigrants and the largest segment of all immigrants in the U.S. (U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*).

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Addressing the educational needs of this large immigrant group will have enormous implications for their children and subsequent generations. Available data indicate that children born in the U.S. to Mexican immigrants attain educational levels comparable to those of other Hispanic subgroups. In addition, Mexican children who immigrate before age five graduate from high school at about the same rate as U.S.-born Mexican Americans (Grogger 2002). However, although U.S.-born Mexican Americans fare better at every level of educational attainment than Mexican immigrants, they still trail all other Hispanic subgroups in completing a four-year college degree or higher (see Figure 5).

Twenty-three percent of Mexican Americans are under the age of 10, compared to 14 percent of non-Hispanic whites. With nearly a quarter of the Mexican American population concentrated in these early years, their educational success or failure has the potential to shape the future of a significant segment of the Mexican population in the United States.

Work Force Implications

Labor force participation is directly proportional to educational attainment. For instance, a college graduate, regardless of race or ethnicity, is approximately 30 percent more likely to be employed than a person without a high school diploma. College graduates who are non-Hispanic white, Hispanic, and African American have similar labor participation rates—88.8, 87.9, and 90.9 percent, respectively.

According to the Bureau of Labor Statistics, Hispanics made significant strides in the labor force between 1983 and 2000, although they trailed other minority groups in the private sector's managerial and professional categories. Hispanic employment in private industry grew steadily between 1992 and 2000 from seven percent to 10 percent, according to the Equal Employment Opportunity Commission (EEOC). As the youngest population group in the United States, Hispanics will soon be the second largest segment of the civilian labor force.

Upward mobility of Hispanics into white-collar positions continues to lag behind the rest of the nation despite lower unemployment rates bolstered by a strong economy during the 1990s. For instance, in 1998, 58.5 percent of all employees in the private sector held white-collar jobs. However, only 37.5 percent of Hispanics held white-collar jobs, 20 percent below that of the national average, while 41.5 percent of private sector employees are considered blue collar, 63.5 percent of Hispanics hold blue-collar jobs (U.S. Equal Employment Opportunity Commission 1998).

In 2002, according to the EEOC, Hispanics accounted for 61 percent of employees in U.S. agricultural production. In fact, the three industries with the highest rates of Hispanic employment are related to agriculture: production of crops, agricultural services, and production of livestock. Even in agriculture, however, Hispanic representation in management is low. Only 23 percent of the officials and managers in the agricultural production of crops industry are of Hispanic descent.

In short, most Hispanics remain in low-skilled positions. Only two percent earn more than $75,000 a year, compared to nearly 11 percent of non-Hispanic whites.

It is a well-known fact that income is also directly proportional to educational attainment. According to the U.S. Department of Labor, a college graduate is estimated to earn $1 million more in income and benefits over a lifetime than a high school graduate. The professional degree premium is about $1.7 million over a lifetime. A recent Rand report estimates that doubling the rate of Hispanic college graduates by the year 2010 would produce additional tax revenue of $13 billion, through reduced public spending and increased tax contributions (Garcia 2001). Raising the educational achievement of Hispanic students, therefore, is critical to the U.S. economy as well as to the individuals whose lives are shaped by poverty. If these employment statistics do not change, the economic consequences of an uneducated work force will strain the economy of the U.S. Hispanics are not maximizing their

income potential or developing financial security. This leads to lost tax revenues, lower rates of consumer spending, reduced per capita savings, and increased social costs.

To illustrate the point, let us consider a state such as Texas, which has a large Hispanic population. It is projected that by 2030, 70 percent of all students in Texas schools will be non-Anglo. Unless college graduation rates for Hispanic students increase, it is estimated that the average Texas household in 2030 will be $4,000 poorer (in 1990 dollars) than it was in 1990 (Murdock 2002), resulting in nearly a three percent increase in the poverty rate.

An uneducated work force would also have a substantial impact on important domestic programs like Social Security. By 2050, Hispanic workers will make up nearly one-quarter of the working-age population, bearing enormous financial responsibility for supporting the Baby Boom generation's retirement. These factors will put an additional strain on the current Social Security system (*President's Advisory Commission to Strengthen Social Security 2001*).

III. A Framework for Change: The No Child Left Behind Act of 2001

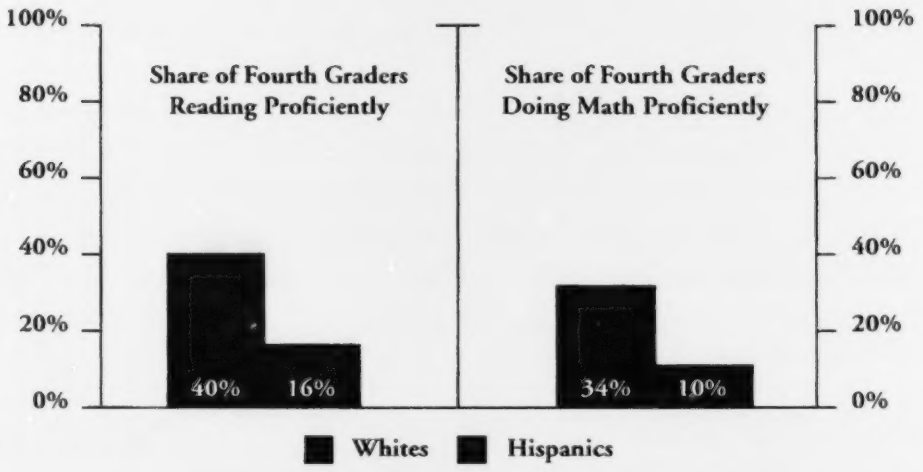
The enactment of the President's No Child Left Behind Act of 2001 (NCLB) has brought about the most dramatic educational reforms in America in the past 30 years and, in doing so, has created an unprecedented opportunity to improve the academic achievement of all Hispanic children. The elements of the NCLB are designed to ensure a high-quality education for every child in America, so that this and future generations of school children are prepared to complete high school and obtain a postsecondary education. NCLB encourages parents to be involved in their child's education, provides information about a school's performance in the language spoken in the home, holds schools accountable for results, and seeks to ensure that there is a highly qualified teacher in every classroom. Implementing these reforms will ultimately provide the foundation for closing the educational achievement gap that persists within the Hispanic community.

The four provisions of the Act—accountability for results, state and local flexibility, focusing resources on proven educational methods, and expanded choices for parents—provide a foundation for profoundly changing the educational system in the U.S. and transforming the prospects of Hispanic students for academic success in high school and beyond.

Accountability for Results

Since the original Elementary and Secondary Education Act (ESEA) was signed into law in 1965, the Federal government has spent more than $130 billion to improve public schools. Unfortunately, this investment in education has not reduced the achievement gap between affluent and lower-income students or between minority students and non-minority students. Currently, the educational attainment of Hispanic Americans falls well below that of most other groups in the United States. In the year 2000, 36 percent of Hispanic Americans did not complete high school, compared with only eight percent of non-Hispanic whites (see Figure 1).

NCLB requires states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. To ensure that no group is left behind, states must report assessment results and state progress objectives by poverty, race and ethnicity, disability, and English proficiency. These results will include information about the academic achievement of Hispanic students. School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to corrective action and restructuring measures aimed at getting them back on course to meet state standards.



Source: 2000 National Assessment of Educational Progress, NCES.

State and Local Flexibility

NCLB provides unprecedented flexibility to every state and every local school district in the use of Federal education funds. While earlier initiatives waived some program requirements, the NCLB goes much further in granting states and school districts flexibility in the use of Federal education funds in exchange for accountability for results. NCLB removes decision making from Washington, D.C. and empowers states and districts to apply Federal funds towards such goals as teacher quality, English language proficiency, technology, and after-school enrichment. All these goals are critical to improving the achievements of Hispanic students.

Focusing Resources On Proven Educational Methods

Not enough attention has been focused on ensuring that education dollars are invested in programs that are research-based and proven effective in educating our children, particularly in reading and math instruction. With only 64 percent of Hispanic students finishing high school (see Figure 1), and only about 10 percent earning a baccalaureate degree (see Figure 4), it is imperative that we move quickly toward programs that have demonstrated, through research, their effectiveness in helping students achieve academic success.

NCLB simplifies Federal support for English language instruction by combining, into a state formula program, bilingual and immigrant education grants that previously benefited only a small percentage of students of limited English proficiency in relatively few schools. The new formula program will facilitate comprehensive planning by states and school districts to ensure implementation of programs that benefit all English language learning (ELL) students by helping them become proficient in English and meet the same high academic standards as other students. NCLB also inserts strong accountability into programs for English language learning students, requiring states to test ELL children for reading and language arts in English after they have attended school in the United States for three consecutive years.

Expanded Choices for Parents

Too often, especially in low-income and minority areas, parents find their children trapped in persistently low-performing and dangerous public schools with little or no recourse. NCLB offers more choices for parents with children in chronically inadequate or unsafe schools. Expanding school choice and supplemental services will

provide an incentive for such schools to improve. Schools that fail to make AYP for two years must provide parents choices to enroll their child in higher performing schools, and schools that fail for three years must provide parents with options for supplemental services. These new options have been made available (for the 2002-03 school year) for students in thousands of schools already identified as needing improvement under current law.

The Administration supports offering a menu of options to parents, so that they can be advocates for their children's education. Among the options available to parents under NCLB are supplemental educational services, including extra classes, summer school, and after-school programs. (For the first time in history, Title I funds are tied directly to the education of the child.) Private, nonprofit, and faith-based organizations are eligible to provide these services. Parents whose children attend persistently low-performing schools also have the option of transferring their children to a more successful school in the district or to a charter school. In such cases, the district is required to provide transportation to the new school.

Reading First

Scientific research has demonstrated that learning to read is not a "natural" process that just "happens," but a complex skill that children need systematic instruction to acquire. When provided with such instruction, most children become successful readers. Unfortunately, too many children are not afforded the opportunity they need to develop this essential ability. Numerous studies show that children from low-income families are substantially behind their more affluent peers in the basic components of literacy development before they enter school. For instance, the typical child who enters Head Start as a four-year-old is able to name no more than one or two letters and cannot write a single letter of the alphabet. Despite efforts to prepare this child for kindergarten, the same child may leave Head Start a year later without significant progress in letter knowledge. Not surprisingly, the weaknesses in the pre-reading skills evidenced by preschoolers from low-income backgrounds are mirrored in their lack of exposure to experiences that support the development of these skills. Numerous studies have documented differences between low-income and other children: in the presence of children's books in the home, the frequency of book reading with adults, and the quality of language interactions between children and parents.

The Commission shares a concern about children entering school with pre-reading skills far behind their peers, because the relationship between the skills with which children enter school and their later academic performance is strikingly stable. It should be noted that NCLB includes a comprehensive reading effort called Reading First. This $900-million state grant program promotes the use of scientifically based research to provide high-quality reading instruction for grades K-3, in order to help every student in every state become a successful reader.

IV. Setting The Course: The Role Of Each Stakeholder

The Executive Order creating this Commission mandated that the multi-year plan developed to address the educational challenges facing Hispanic populations in the U.S. "provide for a coordinated effort among parents, community leaders, business leaders, educators, and public officials at the local, state, and Federal levels...." To comply with the mandate, members of the Commission divided into five working subcommittees: the Family, Public Awareness and Motivation, Educator, Community and Faith-Based Initiatives, and Government Resources and Accountability. In this section of the report, we begin to consider how these different stakeholders might contribute to correcting the systemic shortcomings in the education of Hispanics in the United States.

The Family

Learning begins in the family. Parents who encourage their children to pursue academic interests, or who aspire to further their own education, have a powerfully positive influence on their children. Problems arise, however,

when parents believe that they are incapable of meeting their child's educational needs. For Hispanic parents, these problems can be especially daunting and are often complicated by multiple barriers, including language and cultural differences, and unfamiliarity with the educational process.

Research has confirmed the importance of parental involvement in very specific activities with children. Children who live in a home with books and have parents who value reading, develop good vocabularies and language skills, which are related to reading ability in the early grades. Parents who read books to their children teach them other important aspects of reading. In the process, children learn how to hold a book and turn its pages, and they understand that books contain stories and information stored in the print on the page. In addition, reading books provides a wonderful opportunity for parents to interact in an enjoyable and positive way with their young children. We know that such experiences provide an important foundation for a child's development of reading skills.

Research suggests that parental involvement increases student achievement, according to Partners for Academic Excellence, Inc. (PACE). There are two reasons why many parents are not inclined to assume responsibility for their children's education: some feel unprepared, and others feel unwelcome. Parents can overcome both these barriers, if they are willing to try and if schools make a concerted effort to establish a climate where parents feel welcomed. Too often, parent involvement is not a priority, especially in schools with high minority enrollments.

The Family Working Group seeks to implement a plan to provide information and knowledge to empower the family to support their children's educational success, with higher education as the ultimate goal. It is critical that our nation's schools offer constructive ways for parents, especially those who face language barriers, to become involved in the classroom and form effective parent-student-school partnerships. Parents and teachers often find that working together is not as natural as might be hoped. Parents are usually eager to be involved by helping their children with homework, or meeting with teachers in the early grades, but often find themselves lost as their children move into middle and high school.

Public Awareness and Motivation

In reviewing previous Commission reports, this Commission discovered that several had recommended the development of a public awareness campaign to raise educational expectations for Hispanic families and provide tools to ensure success in the pursuit of education. Public service campaigns produced by both the public and private sector have proven effective in similar circumstances. Examples of such campaigns include the Ad Council and United Negro College Fund's "A Mind is a Terrible Thing to Waste," the Partnership for A Drug Free America, and former First Lady Nancy Reagan's anti-drug crusade, *Just say no.*

According to the 1970 U.S. Census, just two percent of African Americans and three percent of Hispanic Americans had completed four years of college. In 1972, the Ad Council and the United Negro College Fund launched a public service campaign to raise the number of minority students earning a college degree. The "A Mind Is A Terrible Thing To Waste," campaign helped raise more than $1.9 billion and ensure that more than 300,000 minority students reached their college goal.

The Commission has collected and analyzed data on the effectiveness of public awareness campaigns to influence the attitudes, the intentions, and, ultimately, the behavior of parents and students. A cornerstone of the President's vision for education reform is precisely to provide parents with information and to raise educational aspirations. In the fall of 2001, the White House Initiative on Educational Excellence for Hispanic Americans (White House Initiative) developed the framework for *Yes I Can!/Yo Si Puedo!*, a one-year pilot public awareness campaign. The purpose of the public awareness campaign was designed to (1) measure the effectiveness of an educational marketing campaign aimed at diverse Hispanic test markets, and (2) evaluate the relationship between educational attainment and Hispanic ethnic groups, acculturation level, language preference, and socioeconomic status.

The Public Awareness and Motivation Working Group directed the White House Initiative to work with ex-officio members of the Commission to develop a plan for launching a pilot program which could become the basis for a national campaign. The Public Awareness and Motivation Working Group is leading this effort and will continue to evaluate the use of a public awareness campaign to raise the ceiling of educational aspiration for Hispanic families, reporting their findings in the Commission's final report.

The White House Initiative also unveiled a new and exciting bilingual Web site, **YesICan.gov/YoSiPuedo.gov**, that provides parents with a one-stop center for information to increase college knowledge and tools to help their children's Pre-K-12 education. The launch is a nationwide grassroots effort with community technology centers, and includes public service announcements with the Hispanic Broadcasting Corporation, the country's largest Spanish radio network, to make these tools available to parents, educators and community leaders. Mascot, Pablo the Eagle, plays host at www.YesICanKids.gov, and encourages reading and the educational development of young children.

Educator

"Me di cuenta durante este año que mi hija necesitaba ayuda en su clase de matemáticas. Y durante la primera reunión escolar de padres de familias, hablé con su maestra de matemáticas para que la ayudara, y nadie hizo nada, ni su consejera, ni en la oficina, ni su maestra. Y ella salió mal, en matemáticas e historia."

– Ana S. Rivera, madre
Reunión comunitaria de Los Angeles,
el 15 de Julio de 2002

"I realized this year that my daughter needed help in her math class. And, at the first open house, I spoke with her math teacher so that she would get help, and nobody did anything, not her counselor, or the office, or her teacher. And she performed badly in math and history."

– Ana S. Rivera, mother
Los Angeles Town Hall, July 15, 2002

Whether a classroom is a one-room schoolhouse or an advanced chemistry lab, the one essential ingredient for educational success is a dedicated and highly knowledgeable teacher. U.S. Secretary of Education Rod Paige recently said, "Our new education reforms ask a lot of America's teachers-and we owe them something in return. We owe them our respect. We owe them our support. And we owe them the training and the tools to succeed." Consequently, a requirement of the No Child Left Behind Act of 2001 is that every state ensures that there is a qualified teacher in every classroom by the 2005-2006 school year. Every child deserves highly qualified teachers, but too often the least experienced and least qualified teach minority and low-income students.

The main focus of the Educator Working Group is teacher recruitment, training and development, and retention. Not only do we need good teachers, we need teachers with high expectations for every student. A strong student may do well regardless, but students who have difficulty learning or being motivated must have the guidance of a highly qualified teacher. Research tells us that a child who has experienced three successive years of "highly effective" teaching may show a 50-70 percent improvement in performance (Wright 1997). Three years of inadequate teaching may leave a child far behind, while excellent teaching may compensate for many disadvantages.

By having teachers with high expectations for every student, we believe Hispanic students are in a position to make significant gains in academic achievement and performance. Many teachers we interviewed at high performing schools recognized that their responsibilities extended beyond the classroom, engaging the entire family in the educational process and helping them navigate the educational system.

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According to a U.S. Department of Education survey, fewer than 36 percent of current teachers feel "very well prepared" to implement curriculum and performance standards, and fewer than 20 percent feel prepared to meet the needs of diverse students or English-language learners. Over the next decade, school districts across America will need to hire 2.2 million additional teachers. States and school districts will face two daunting challenges in hiring teachers: attracting more people to the profession while ensuring professional development that will result in high quality teachers.

While states and educational organizations have begun to pursue different strategies to recruit and train highly qualified individuals, more help is needed. Through NCLB, states and local school districts have acquired multiple tools with which to meet new teacher quality requirements. The Educator Working Group believes that the professional development of teachers is vital, in order to ensure that there is a highly qualified teacher in every classroom. In many fields, notably math and science, knowledge advances rapidly. Research suggests that when professional development focuses on academic content and curriculum aligned with standards-based reform, teaching practice and student achievement are likely to improve (National Center for Education Statistics *1998*).

Teachers also need continuing professional development to address the changing demographics of America's schools. Teachers who understand the cultures of the children they teach can be more effective.

Community & Faith-Based Initiatives

The Commission, through the work of the Community and Faith-Based Initiatives Working Group, wants to emphasize the importance and relevance of community and faith-based partnerships in closing the educational achievement gap for Hispanic Americans. The working group intends to highlight those community and faith-based initiatives that are particularly effective in order to encourage, support and aid those groups who are already engaged in efforts to increase Hispanic educational attainment.

Community and faith-based organizations throughout the country are working diligently with children from a variety of different backgrounds and socioeconomic conditions to close the achievement gap. Some are having success and effectively complement the educational infrastructure in educating our children. Engaged community stakeholders who foster a supportive and nurturing environment create a cycle where everyone benefits. Families do better when their communities do better, and children do better when their families do.

As we traveled throughout the country, we met with and heard from people involved in community organizations at many levels and in various capacities. America's Promise, the East Los Angeles Community Union (TELACU), Engaging Latino Communities for Education (ENLACE), and small groups of volunteers like those who run the Star House program in Atlanta all find innovative ways to help Hispanic students and families.

Thanks to foundation and corporate support, programs like America's Promise, TELACU, and ENLACE have the resources to undertake a more comprehensive approach in reaching out to students, families, and entire communities. Whether a program's goal is helping veterans learn to read and find employment or facilitating the transition of Spanish-speaking students into the American educational system, these community groups have had a dramatic effect on those involved.

America's Promise has more than 550 community and state partners across the nation who are committed to fulfilling the Five Promises: caring adults, safe places, healthy start and future, marketable skills, and opportunities to serve. These communities have formed grassroots coalitions among the public, private, and not-for-profit sectors to generate more resources for young people who need them. TELACU recognized a need for additional nursing staff, especially Spanish-speaking staff, in local hospitals and created the Bridge to Nursing program, which provides scholarships and additional support for Hispanic community members who are interested in pursuing a career in nursing. In partnership with local schools, colleges, and universities, corporations and other private entities, TELACU has also developed programs that aim to prepare students in their predominately Latino community to graduate from high school, and enroll in and graduate from college.

The Commission encourages program administrators to document the methods they use and the concrete effects they have on improving the educational outcomes of participants. ENLACE is taking this important step following its first full year of program implementation, and we look forward to seeing the program's results.

We commend the President's commitment to identify and support community partnerships that are effective in preparing all students for educational success. Whether such programs are faith-based or non-sectarian, the Commission believes that we must support programs that have demonstrable and proven results in better preparing students for college and the workforce.

Government Resources and Accountability

The Commission recognizes that Federal, state, and local governments each have particular resources that could be brought to bear upon the educational challenges facing Hispanic populations in the United States. We have begun the process of reviewing resources and strategies that might more fully engage governments in the coordinated strategy that we are charged with developing.

Federal Government

Every year, Federal departments and agencies manage funds for educational opportunities and community-building resources that could transform the lives of Hispanic students if applied in real and meaningful ways. Until now, however, the Federal entities have not typically reported on the distribution of these funds in terms of Hispanic populations, and therefore cannot show accountability for the impact of their funds. This problem is exacerbated by a lack of national consensus about the roles that the Federal government should play in helping parents prepare their children for college.

The Government Resources and Accountability Working Group has identified three key roles for the Federal government: sponsoring research, requiring measurable outcomes and responsibility, and developing Federal monitoring tools.

Sponsoring Research. American schools are seeing increasing populations of English-language learners (ELL), including Hispanic students. Despite their numbers, these students are often left behind with respect to educational opportunity and attainment. Much of the information that has shaped educational policy on this topic is anecdotal, and important questions lack scientifically rigorous answers.

For years, research studies have found that Hispanic children are disproportionately represented among those who have difficulty in school in reading, mathematics, and general educational attainment. For example, data from the National Assessment of Educational Progress for 1998 indicate that 27 percent of non-Hispanic fourth-graders performed below the basic level in reading achievement, compared to 60 percent of Hispanics. A polarizing debate has ensued around the best methods for teaching Spanish-speaking children to read in English. While proponents for various methods of instruction agree that children's early language and reading development is key to their later success in life, limited research is available on the best methods of instruction for English-language learners.

It is important to note that Hispanics are not a uniform group. What works in rural Georgia with recent immigrants may not work with either third-generation Mexican-Americans in California or with Guatemalans in Orlando. We have too little hard data concerning how students from different ethnic, linguistic, socioeconomic, and geographic backgrounds learn to read and write proficiently. Only recently have surveys begun to assess the influence of causal factors like expectations, family attitudes, and community norms.

To strengthen our research base, the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education, in concert with the National Institute of Child Health and Human Development

(NICHD), has established a national panel of literacy experts charged with: (1) summarizing the current scientific knowledge about literacy instruction for English-language learners, and (2) identifying crucial areas for additional research. In addition, NICHD and OERI are funding a major research program, the Biliteracy Research Network. From 2000-2004, the Federal government will spend nearly $30 million to study the best methods for teaching Spanish-speaking children to read in English and the factors that affect how well these children learn to read. Over the five-year course of this program, researchers will study more than 5,400 children at many locations in eight states (California, Illinois, Massachusetts, Michigan, Pennsylvania, Texas, Virginia, and Utah) as well as Puerto Rico and the District of Columbia.

Researchers will test how well children have mastered the sound systems of both Spanish and English, their early reading ability at given points in time, their rates of progress, the parallels between mastery of skills in one language and in a second language, and specific characteristics of the children. These characteristics include the age at which a child entered an English-speaking school, the language or languages spoken in the home and neighborhood, and the number of siblings the child has. These and other characteristics may affect how well a child learns a language, whether the child is able to maintain fluency in both languages, and the child feeling's about speaking those languages.

These studies represent an important first step in the research that is needed, and constitute only one among the many NICHD and OERI research networks and programs that address reading and writing. The Commission commends well-designed, rigorous research of the type conducted by the Network. We believe that speaking more than one language can be an asset in life, and that there are optimal ways to teach children whose first language is not English that would take advantage of their early language abilities. This conviction also assumes, however, that our children have well-developed early language abilities, regardless of the language spoken in their homes. Additional research is obviously needed to identify the best instructional approaches for English-language learning children, youth, adults, and families, and in particular, the diverse Hispanic subgroups in this nation.

Require Measurable Outcomes and Accountability. Title I represents a substantial component of the Federal educational funding that touches the Hispanic community. Since 1965, nearly $200 billion in Title I funding (in constant dollars) has been spent on aid to states and school districts for the education of disadvantaged students. Yet there is little evidence that Title I funding has improved the education that disadvantaged Hispanic students receive, or raised the levels at which they achieve.

Under NCLB, Title III, the new Office of English Language Acquisition (OELA), formerly the Office of Bilingual Education and Minority Languages Affairs, has almost doubled the resources for English Language Acquisition and English Language Learners. For the first time in the history of this Office, established in 1967, it requires accountability in both English Acquisition and academic achievement for English Language Learning students.

President George W. Bush's Executive Order 13230 mandates that Federal educational programs have performance measures attached in order to gauge results (see Appendix A). Nevertheless, numerous Federally sponsored education programs across the government are routinely funded without measurable outcomes, sustaining the status quo and serving the bureaucracy rather than the citizenry in need of services.

In August 2002, the White House Initiative sent a new two-page reporting form to the heads of 29 Federal departments and agencies, asking them to complete and submit the form by September 30, 2002, as provided in Executive Order 13230. This Commission will examine the information supplied by Federal departments and agencies and address the results in more detail in its final report of March 2003.

Creating Federal Monitoring Tools. In the past, the White House Initiative issued reporting guidelines to Federal departments and agencies outlining criteria for evaluating Hispanic participation in Federal education

programs. The findings were reported in annual performance reports provided by each Federal organization. These reports, for the most part, quantified Federal grants to Hispanic-serving institutions and employment of Hispanics in Federal sector jobs. Accountability calls for measuring outcomes, however, and no standards were established to do so. It was unclear whether Federal funds were actually helping to meet the educational needs of Hispanic Americans. With little or no information to indicate how the Federal government accounted for the funds it distributed, no determination could be made about the individuals served, or whether the educational needs of students, parents, or communities were met.

One role of this Commission is to determine what efforts Federal departments and agencies are undertaking to address the educational achievement gap for Hispanic students. This charge requires the Commission to review *all* programs, not only those labeled "Hispanic" or "minority." In crafting new Reporting Guidelines, we have called for an examination of the entire budget of each Federal department, to assess the success with which these departments address the educational needs of Hispanic students.

The Commission received substantive guidance from the Office of Personnel Management (OPM) in its review of proposed reporting forms. The Office of Management and Budget (OMB) further streamlined the Reporting Guidelines (see Appendix E) to ensure that the information they generate will enable the Commission to assess results. The findings will be included in a subsequent report to the President.

State and Local Government

State and local governments can play a critical role with a comprehensive commitment to educating all Hispanic students in the United States through their capacity to monitor educational program effectiveness. The Commission went to great lengths during the course of its work to analyze the diverse challenges that face the Hispanic community at the state and local level, and we believe a future action plan must incorporate ample opportunities to share best practices and facilitate a dialogue on what works. This experience will help form a repository of information and contribute to an integrated action plan that will impact every Latino student.

The commission met with education leaders in Wisconsin, Georgia, Florida and Nevada as well as members of the Texas Higher Education Coordinating Board to hear about the challenges and potential for progress at the state level. States with emerging Hispanic communities have been innovative and creative in responding to the needs of their transforming populations. Some more traditional Hispanic states such as Texas have taken the first steps to ensure that any student who dreams of going to college will be adequately prepared to accomplish that goal. Texas Governor Rick Perry has taken the advice of the state's Special Commission on 21st Century Colleges and Universities, endorsing the Recommended High School Program, which was developed by leaders of the Texas Scholars Program and passed by the State Board of Education in 1993. Under this program, all Texas students are automatically assigned to a college track, having the option of completing the Minimum Graduation Program only with the approval of both parents and their counselor. With the implementation of the new system in 2004, a college preparatory track will become the norm rather than the exception in Texas.

It should be noted that on the national level, the U.S. Department of Education recently created a similar State Scholars program that partners the business community and educators to encourage students to complete academic courses above the minimum requirements for high school graduation. The goal of the program is to ensure equal opportunity for all students regardless of their background. Upon completion of the Scholars Course of Study, students are recognized and can be made eligible for admission and scholarships to any state college, university or technical training school. Five states will be eligible for the program in October 2002.

Furthermore, the Commission recognizes that there are many other initiatives undertaken by state and local agencies to overcome the educational challenges that face Hispanics. We hope that local officials will take advantage of the new flexibility provided by NCLB to implement the most needed changes in their schools. Every local school district in America and all 50 states now have the freedom to target up to 50 percent of federal non-Title I dollars to programs that will have the most positive impact on the students they serve.

V. Conclusion: Mapping the Road Ahead

We stand at a crossroads. If we continue on our present course one out of every three Hispanic students will be left without a basic high school education, no prospects for college and every likelihood of a life of poverty. If this already populous group, growing at five and one-half times the rate of non-Hispanic whites, does not take greater advantage of postsecondary education, the effect on the United States economy will be gravely negative. If the gap in educational achievement is ignored for another generation, the result will be millions of Hispanics relegated to a minimum wage and low-skilled existence that is likely to condemn their children to an upbringing of poverty and risk.

To choose instead the road that leads toward a better future for Hispanic youth requires America's leaders to accept the challenge. Every community must do its part to ensure the high academic standards that will result in an educated work force able to contribute to the prosperity and well-being of the United States.

The Commission's March 2003 report will set forth a multi-year plan, which will include a series of recommendations concerning the Federal role in improving the education of Hispanic Americans:

- A monitoring system for designated executive departments and agencies, to measure and hold them accountable for the coordination of their efforts to ensure that Hispanic Americans participate in Federal education programs and receive educational opportunities of the highest quality;

- Assessment measures and improvement strategies to make Federal education programs more effective in helping Hispanic Americans close the educational achievement gap and attain the goals established by the President's educational blueprint, set forth in the No Child Left Behind Act of 2001; and

- Approaches that Federal education programs should adopt to ensure that Hispanic parents are prepared to provide their children with the support and guidance they will need to succeed in order to apply to, attend, and complete postsecondary education.

In addition, the Commission's final report will offer recommendations concerning:

- **A National Campaign For Action.** A coordinated, national campaign that will integrate the efforts of students, parents, educators, community and business leaders, and public officials at the local, state, and Federal levels;

- **Putting College On The Radar Screen.** The Commission will evaluate the results of a public awareness campaign to raise the ceiling of educational aspiration for Hispanic families;

- **Measurable Strategies And Goals.** The Commission will propose measurable short and long term strategies and goals, sustainable for future generations of Hispanic children;

- **Abandoning One-Size-Fits-All Thinking.** The Commission's strategies, while national in scope, must reflect the great diversity within the Hispanic population; and

- **What Works And For Whom.** The Commission will specify areas of new scientific research through the work of various expert panels.

The Commission will note scientific evidence of programs, methods, and strategies that have demonstrated success in increasing parental, private sector, state and local public sector, and community and faith-based group involvement in improving education for Hispanic Americans.

Appendix A: Executive Order 13230

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, strengthen the Nation's capacity to provide high-quality education, and increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1.
There is established, in the Department of Education, the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members. Twenty-one of the members shall be appointed by the President. Those members shall be representatives of educational, business, professional, and community organizations who are committed to improving educational attainment within the Hispanic community, as well as other persons deemed appropriate by the President. The President shall designate two of the appointed members to serve as Co-Chairs of the Commission. The other four members of the Commission shall be ex officio members, one each from the Department of Education, the Department of Housing and Urban Development, the Department of the Treasury, and the Small Business Administration. The ex officio members shall be the respective Secretaries of those agencies and the Administrator of the Small Business Administration, or their designees.

Section 2.
The Commission shall provide advice to the Secretary of Education ("Secretary") and shall issue reports to the President, as described in section 7 below, concerning:

a. the progress of Hispanic Americans in closing the academic achievement gap and attaining the goals established by the President's "No Child Left Behind" educational blueprint;
b. the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans;
c. ways to increase parental, State and local, private sector, and community involvement in improving education; and
d. ways to maximize the effectiveness of Federal education initiatives within the Hispanic community.

Section 3.
There is established, in the Department of Education, an office called the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be located at, staffed, and supported by the Department of Education, and headed by a Director, who shall be a senior level executive branch official who reports to the Secretary. The Initiative shall provide the necessary staff, resources, and assistance to the Commission and shall assist and advise the Secretary in carrying out his responsibilities under this order. The staff of the Initiative shall gather and disseminate information relating to the educational achievement gap of Hispanic Americans, using a variety of means, including conducting surveys, conferences, field hearings, and meetings, and other appropriate vehicles designed to encourage the participation of organizations and individuals interested in such issues, including parents, community leaders, academicians, business leaders, teachers, employers, employees and public officials at the local, State, and Federal levels. To the extent permitted by law, executive branch departments and agencies shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education.

Section 4.
Executive branch departments and agencies, to the extent permitted by law and practicable, shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of

Hispanic Americans in closing the academic achievement gap and in achieving the goals of the President's "No Child Left Behind" education blueprint. Where adequate data are not available, the Commission shall suggest the means for collecting the data. In accordance with the accountability goals established by the President, executive branch departments and agencies involved in relevant programs shall report to the President through the Initiative by September 30, 2002, on:

a. efforts to increase participation of Hispanic Americans in Federal education programs and services;
b. efforts to include Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services;
c. levels of participation attained by Hispanic Americans in Federal education programs and services; and
d. the measurable impact resulting from these efforts and levels of participation. The Department of Education's report also shall describe the overall condition of Hispanic American education and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate.

Section 5.
Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App), may apply to the Commission, any functions of the President under that Act, except that of reporting to the Congress, shall be performed by the Department of Education in accordance with the guidelines that have been issued by the Administrator of General Services.

Section 6.
(a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707).
(b) To the extent permitted by law, the Department of Education shall provide funding and administrative support for the Commission and the Initiative.

Section 7.
The Commission shall prepare and submit an interim and final report to the President outlining its findings and recommendations as follows:

a. The Commission shall submit an Interim Report no later than September 30, 2002. The Interim Report shall describe the Commission's examination of:
    i. available research and information on the effectiveness of current practices at the local, State, and Federal levels in closing the educational achievement gap for Hispanic Americans and attaining the goals established by the President's "No Child Left Behind" educational blueprint;
    ii. available research and information on the effectiveness of current practices involving Hispanic parents in the education of their children; and
    iii. the appropriate role of Federal agencies' education programs in helping Hispanic parents successfully prepare their children to graduate from high school and attend post secondary institutions.
b. The Commission shall issue a Final Report no later than March 31, 2003. The Final Report shall set forth the Commission's recommendations regarding:
    i. a multi-year plan, based on the data collected concerning identification of barriers to and successful models for closing the educational achievement gap for Hispanic Americans, that provides for a coordinated effort among parents, community leaders, business leaders, educat[illegible] and public officials at the local, State, and Federal levels to close the educational achievement gap for Hispanic Americans and ensure attainment of the goals established by the President's "No Child Left Behind" educational blueprint.
    ii. the development of a monitoring system that measures and holds executive branch departments and agencies accountable for the coordination of Federal efforts among the designated executive departments and agencies to ensure the participation of Hispanic Americans in Federal education programs and promote high-quality education for Hispanic Americans;

iii. the identification of successful methods employed throughout the Nation in increasing parental, State and local, private sector, and community involvement in improving education for Hispanic Americans;

iv. ways to improve on and measure the effectiveness of Federal agencies' education programs in ensuring that Hispanic Americans close the educational achievement gap and attain the goals established by the President's "No Child Left Behind" educational blueprint; and

v. how Federal Government education programs can best be applied to ensure Hispanic parents successfully prepare their children to attend post secondary institutions.

Section 8.
The Commission shall terminate 30 days after submitting its final report, unless extended by the President.

Section 9.
Executive Order 12900 of February 22, 1994, as amended, is revoked.

Appendix B: President's Advisory Commission Working Groups

Community and Faith-Based Initiatives
Francisco J. Paret, *Chair*
Norma Sanchez Garza
Frank Hanna, Esq.
Miguel A. Hernandez, Jr.

Educator
Christopher J. Barbic, *Chair*
Jaime A. Escalante
Alexander Gonzalez, Ph. D
Patricia J. Mazzuca
Van D. Romero

Family
Ofelia Saenz Vanden Bosch, *Chair*
Micaela Alvarez, Esq.
Rev. Jose E. Hoyos
Enedelia Schofield, Esq.

Government Resources and Accountability
Octavio J. Visiedo, *Chair*
Fernando (Frank) Caldeiro
Jose G. Canchola
Altagracia "Grace" Ramos
Rene Vazquez, M.D.

Public Awareness and Motivation
Charles P. Garcia, Esq. *Chair*
Jose G. Canchola
Jaime A. Escalante
Jon Secada
Rene Vazquez, M.D.

Appendix C: Schedule of Commission's Meetings and Public Events

Full Commission Meeting and Swearing-In
February 27-28, 2002
Washington, D.C.

Full Commission Meeting
April 17-18, 2002
Las Vegas, NV

School Visit and Bilingual Town Hall
April 17, 2002
Rancho High School
Las Vegas, Nevada

Elementary School Visit
April 18, 2002
C.P. Squires Elementary School
Las Vegas, NV

Educator Working Group Commission Meeting
June 19-20, 2002
Milwaukee, WI

School Visit and Bilingual Town Hall
June 19, 2002
Vieau K-8 School
Milwaukee, Wisconsin

Family Working Group Commission Meeting
June 24-25, 2002
Atlanta, GA

School Visit and Bilingual Town Hall
June 24, 2002
Solidarity School
Solidarity Mission Village
Atlanta, Georgia

Government Resources and Accountability Working Group Commission Meeting
July 12, 2002
Washington, DC

Community Partnerships Working Group Commission Meeting
July 15, 2002
Los Angeles, CA

School Visit
July 15, 2002
Puente Technology Center
Los Angeles, CA

School Visit and Bilingual Town Hall
July 15, 2002
Huntington Park High School
Huntington Park, CA

Public Awareness and Motivation Working Group Commission Meeting
July 22, 2002
Miami, FL

Campus Visit
July 22, 2002
Miami-Dade Community College
Wolfson Campus
Miami, FL

Full Commission Meeting
August 5-6, 2002
San Diego, CA

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White House Initiative on Educational Excellence for Hispanic Americans

Fulfilling Federal reporting requirements of Executive Order 13230

I. Efforts to increase the participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services.

a) What specific programs, projects, or initiatives did your Department undertake in fiscal year 2002 to increase the level of participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans (entities) in Federal education programs and services? (Please be brief and concise. For each program, project, or initiative listed, please indicate whether it is a new or continued effort, the amount of your Department's budget that was devoted to implementing it, the number of participating entities, the number of participating Hispanic Americans, the amounts in which these were different from the previous fiscal year, and the totals you expect for the next fiscal year.)	New effort	Continued effort	$ allocated (in millions)	$ change from prior FY (+/- in millions)	$ you plan to allocate next FY (in millions)	# of participating entities	# change from prior FY (+/-)	# of participating entities you plan to reach next FY	# participating Hispanics	# change from prior FY (+/-)	# of participating Hispanics you plan to reach next FY
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	☐	☐									
	☐	☐									
	☐	☐									
	☐	☐									
Totals											

b) Regarding your Department's budget, please indicate what percent was allocated for the programs, projects, and initiatives described above. Also, indicate what percent of your Department's budget was allocated for education. Of this amount, what percent was devoted to Hispanic education programs and services? Finally, of your Department's discretionary funds, what percent was devoted to education? Indicate what percent of this amount was devoted to Hispanic education programs and services.	% of budget to programs listed	% of budget to education	% of education budget to Hispanics	% of discretionary funds to education	% of education discretionary funds to Hispanics

c) What specific steps did your Department take to ensure these programs, projects, and initiatives were institutionalized and made part of its on-going efforts to increase the participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services?

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Fulfilling Federal reporting requirements of Executive Order 13230

II. The measurable impact resulting from these efforts and levels of participation.

a) To what extent have (or will) the programs, projects, or initiatives undertaken by your Department help students to close the educational achievement gap for Hispanic Americans and ensure attainment of the goals established by the President's No Child Left Behind Act?

b) To what extent have (or will) the programs, projects, or initiatives undertaken by your Department help Hispanic parents, educators, and communities successfully prepare children to graduate from high school and attend postsecondary institutions?

c) Highlight models of success that helped improve achievement among Hispanic students through coordinated efforts among parents, community leaders, business leaders, educators and public officials.

d) Finally, please describe any public/private partnerships your Department has or will undertake as part of your efforts to meet the educational needs of Hispanic Americans.

Appendix F: Acknowledgements

We want to express our deep appreciation to State Farm Insurance Companies for being the national sponsor of the Commission. We are also appreciative of The Coca-Cola Company and Texas Instruments for supporting the town hall meetings. We extend special thanks to Speaker of the House J. Dennis Hastert for hosting the Commission on Capitol Hill along with a bi-partisan delegation of more than 40 Members of Congress.

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Clifford Adelman, Office of Educational Research and Improvement
Francisco Garcia, Office of Migrant Education
Gloria Mounts, Committee Management Office

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